Roseland Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Roseland Elementary School
Street	950 Sebastopol Road
City, State, Zip	Santa Rosa, CA 95407
Phone Number	707-545-0100
Principal	Amy Eng
Email Address	aeng@roselandsd.org
School Website	https://roselandsd.org/RE
Grade Span	K-6
County-District-School (CDS) Code	49-70904-6052088

2025-26 District Contact Information

District Name	Roseland School District
Phone Number	707-545-0102
Superintendent	Jason Lea
Email Address	jlea@roselandsd.org
District Website	www.roselandsd.org

2025-26 School Description and Mission Statement

Roseland Elementary is a prekindergarten through sixth-grade school located in southwest Santa Rosa. We are a diverse community of learners in which staff, students, and families work collaboratively to support the academic, social, and emotional success of every child.

As with all schools in our district, we participate in the Accelerated Schools Plus Project, a school governance model that supports systemic, schoolwide improvement through meaningful collaboration among teachers, students, families, and the broader community. We believe all students are gifted and talented, and we are committed to providing meaningful and engaging learning experiences that allow every student to thrive.

2025-26 School Description and Mission Statement

We hold high expectations for our entire school community and work to ensure all students have the support they need to learn at high levels. Our instructional program is rigorous, differentiated, and standards-based, and is designed to meet the individual needs of each student.

In addition, we support the development of the whole child through counseling services, enrichment opportunities, a comprehensive music program, library time, and physical education taught by a credentialed physical education teacher.

HEART Vision
Healthy Choices: We make the right choices to build healthy bodies and minds.
Empowerment: We control our own path to success.
Academic Achievement: We put forth our best effort to reach our individual learning goals.
Respect and Responsibility: We are respectful and responsible leaders.
Teamwork: We work together to be our best.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	57
Grade 2	66
Grade 3	68
Grade 4	71
Grade 5	49
Grade 6	60
Total Enrollment	471

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6
Male	48.4
American Indian or Alaska Native	0.6
Asian	0.8
Black or African American	0.4
Hispanic or Latino	94.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	1.3
White	1.5
English Learners	72.6
Foster Youth	0.6
Homeless	7.6
Migrant	11.3
Socioeconomically Disadvantaged	94.9
Students with Disabilities	16.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.3	93.61	126.4	88.97	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3	2.11	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.85	4.2	2.98	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.6	4.67	11953.1	4.28
Unknown/Incomplete/NA	0.6	2.54	1.7	1.26	15831.9	5.67
Total Teaching Positions	25.9	100	142.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.9	95.12	130.2	90.8	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.9	0.69	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	1.59	3.1	2.19	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.6	3.92	11746.9	4.23
Unknown/Incomplete/NA	0.8	3.29	3.4	2.37	14303.8	5.15
Total Teaching Positions	25.1	100	143.4	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.3	96.21	135	89.5	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.5	1.67	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.1	2.05	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.3	3.55	12112.8	4.34
Unknown/Incomplete/NA	1	3.79	4.8	3.21	13705.8	4.91
Total Teaching Positions	26.3	100	150.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	0
Misassignments	0.00	0.4	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0.4	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbooks utilized at all grade levels in all core curriculum areas are those approved by the State Board of Education or aligned to California state teaching standards. Students have access to standards based textbooks and instructional materials in all core areas. Each student has access to their own textbooks and instructional materials to use in class and to take home.

Year and month in which the data were collected	October 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders (2024)	0%
Mathematics	Houghton Mifflin Harcourt Math Expressions, Student Activity Book Collection (grades K-5) (2014) Houghton Mifflin Harcourt Go Math!, Student Edition (grade 6) (2014)	0%
Science	Amplify Science (grades K-6) (2018)	0%
History-Social Science	TCI Social Studies Alive (grades K-5) (2023) TCI History Alive (grade 6) (2023)	0%
Foreign Language	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Our school campus is a parklike setting, with a large field and new play structure. The school employs custodians who are responsible for ensuring school facilities and classrooms are cleaned and maintained on a regular basis. They do a wonderful job ensuring the school is in good repair and that the grounds are safe, clean and welcoming.

Roseland School was built in 1906. The school has numerous classrooms, portables, a library, and a multipurpose room. During the time students are on school grounds before school, at recess time, during class time, and directly after school, they are under the supervision of their classroom teacher and/or instructional assistants.

School Facility Conditions and Planned Improvements

In the fall of 2007, the cafeteria kitchen was remodeled with all new appliances and interior furnishings. In addition, the school office was expanded and remodeled. These projects were funded by the general fund and the cafeteria fund. In 2009, the new library for students and families was built and opened. All classrooms have air-conditioning, new phone systems, and two-way safety door locks. In addition, many classrooms were updated with energy-efficient windows and blinds.

Year and month of the most recent FIT report	11/1/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			stained ceiling tiles, dirty windows
Electrical	X			some lights out,
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			some external painting needed

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	34	35	34	36	47	48
Mathematics (grades 3-8 and 11)	27	30	24	27	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	249	238	95.58	4.42	35.29
Female	125	122	97.60	2.40	36.07
Male	124	116	93.55	6.45	34.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	236	226	95.76	4.24	35.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	166	155	93.37	6.63	21.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	236	226	95.76	4.24	34.51
Students Receiving Migrant Education Services	21	19	90.48	9.52	26.32
Students with Disabilities	43	41	95.35	4.65	7.32

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	249	247	99.20	0.80	29.96
Female	125	125	100.00	0.00	24.00
Male	124	122	98.39	1.61	36.07
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	236	235	99.58	0.42	30.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	166	164	98.80	1.20	17.68
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	236	235	99.58	0.42	29.36
Students Receiving Migrant Education Services	21	21	100.00	0.00	28.57
Students with Disabilities	43	41	95.35	4.65	7.32

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	19.05	9.8	19.35	11.44	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	51	100.00	0.00	9.80
Female	29	29	100.00	0.00	10.34
Male	22	22	100.00	0.00	9.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	48	48	100.00	0.00	10.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	33	33	100.00	0.00	3.03
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	46	100.00	0.00	4.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.8%	97.8%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Roseland Elementary's active parent involvement program includes an English Learner Advisory Committee (ELAC), a School Site Council (SSC), family nights, and a monthly Parent Club. Parenting classes and family literacy classes are available within the district and community. We also typically have numerous student events throughout the year for parents to volunteer for, including; Move-a-thon, Harvest Festival, Multicultural Day, movie nights and dances, and various classroom field trips and activities. For more information on how to become involved, please contact the Principal, Amy Eng at 707-545-0100.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	526	516	75	14.5
Female	266	264	32	12.1
Male	260	252	43	17.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	495	487	67	13.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	12	--	--	--
English Learners	386	381	51	13.4
Foster Youth	--	--	--	--
Homeless	40	37	8	21.6
Socioeconomically Disadvantaged	500	491	72	14.7
Students Receiving Migrant Education Services	51	50	4	8.0
Students with Disabilities	107	104	17	16.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.09	0.82	1.14	4.92	3.4	3.66	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.1	0.24	0.17	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.14	0.00
Female	0.00	0.00
Male	2.31	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.01	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.33	0.00
English Learners	0.78	0.00
Foster Youth	0.00	0.00
Homeless	2.50	0.00
Socioeconomically Disadvantaged	1.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.93	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

A comprehensive School Safety Plan has been developed and includes provisions for fire, earthquakes, and unsafe neighborhood conditions. Teachers are trained yearly regarding universal procedures and other school safety issues.

The School Safety Plan was most recently reviewed and updated in Fall 2025. It will be discussed with school faculty in Fall/Winter 2025-26. Safety Plans will go before the board in February 2026 for approval.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	7	0	0
1	17	1	3	0
2	16	2	2	0
3	13	4	0	0
4	17	2	2	0
5	26	0	2	0
6	28	0	2	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2	2	
1	15	4		
2	21		3	
3	18	1	3	
4	14	2	1	
5	16	3	1	
6	29		2	

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4		
1	14	2	2	
2	17	2	2	
3	23		3	
4	18	1	3	
5	16	1	2	
6	20	1	2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	220.5

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.4
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18,701.73	$6,770.72	$11,931.01	$92,291
District	N/A	N/A	$3,367.19	$84,187
Percent Difference - School Site and District	N/A	N/A	125.4	8.4
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	10.2	-2.0

Fiscal Year 2024-25 Types of Services Funded

- These school programs and services are provided through state and federal funding sources to support and assist students: School psychologists Counselors Special education teachers and staff Technology assistants Library

Fiscal Year 2024-25 Types of Services Funded

assistants Family advocate Academic deans Student service managers Instructional assistants Newcomer Support Teacher Intervention teacher Newcomer Support Teacher School nurse Health assistants

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,809	$61,516
Mid-Range Teacher Salary	$88,752	$95,479
Highest Teacher Salary	$110,421	$125,208
Average Principal Salary (Elementary)	$139,790	$152,668
Average Principal Salary (Middle)	$158,944	$156,487
Average Principal Salary (High)	$162,999	$165,427
Superintendent Salary	$229,800	$242,781
Percent of Budget for Teacher Salaries	27.96%	29.76%
Percent of Budget for Administrative Salaries	7.01%	5.74%

Professional Development

Offering ongoing professional development for our staff is a top priority for the Roseland School District. Staff members participate in trainings and workshops throughout the school year. Focus areas have been a result of “District/School as a Whole” decisions made through the Accelerated Schools Process and the LCAP, and have included multiple trainings on Common Core implementation and instructional practices that support student achievement with a focus on Language Arts/Literacy, Mathematics, Social- Emotional Learning, English Language Development, and Science education. Workshops provided by the Sonoma County Office of Education also provide a wide array of choices to support teachers in their ongoing professional development. Teachers new to the profession participate in the North Coast Teacher Induction Program (NCTIP), and are provided with on-site support.

There have been 15 days provided for professional development and continuous professional growth in the most recent three-year period. Professional development is delivered during staff development days, Wednesday staff meeting time, after school, or at conferences. Implementation of district/schoolwide agreements and focus areas is supported through grade level collaboration meetings, teacher-principal meetings and by the ASP coaches, academic deans, and other staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5